**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 2.OA**  **The Envision Lesson: 3-1** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  | Less than, fewer, number sentence, subtraction, difference |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Daily Spiral Review 3-1  Problem of the day 3-1 | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? Since this is a review, write a subtraction sentence on the board. Think-pair-share what “subtraction” means. Put student ideas on a graphic organizer on the board. Think-pair-share to label parts of the subtraction sentence. Introduce 0 less than, 1 less than, and 2 less than. How is that like subtraction? 2. How will you provide multiple opportunities for vocabulary to be used in context?   Model doing a math journal entry using the Frayer Model for “less than”. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Model use of number line to subtract 0, 1 and 2. I do it, we do it (choral responses), you(in pairs) do it, you(individually) do it. Each student has own number line. Work on student page 71. What does 0 less than 2 mean? What’s another way to say that? How many spaces did you move your finger? How are 0 less than, 1 less than, 2 less than related to subtraction? | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*    The Visual Learning Bridge on page 72 in student textbook. Teacher models drawing movement on number line. We do it. On whiteboards, each student draws a number line from 1 to 10. Teacher dictates subtraction problems using minus 0, 1 or 2. Students draw the subtraction movement on the number line. Teacher checks for understanding when students hold up whiteboards. Follow with work on page 72. Make sure they understand that 2 less than and minus 2 are the same. What is the subtraction sentence that means 1 less than 8? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*    Student workbook pages 73 and 74 | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT**    **Quick check 3-1**  (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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